

84._2022-
12_Scopus_Q1_Penulis_Kores_IJ
oLE.pdf
by

Submission date: 21-Mar-2023 01:34PM (UTC+0700)

Submission ID: 2042483055

File name: 84._2022-12_Scopus_Q1_Penulis_Kores_IJoLE.pdf (263.71K)

Word count: 3311

Character count: 18771

4

International Journal of Language Education
Volume 6, Number 4, 2022, pp. 437-444
ISSN: 2548-8457 (Print) 2548-8465 (Online)
Doi: <https://doi.org/10.26858/ijole.v6i4.25246>

Teachers' Perceptions of English Teaching Strategies in the Current Curriculum Change

2

Amirullah Abduh

Universitas Negeri Makassar, Indonesia

Email: amirullah@unm.ac.id

2

Geminastiti Sakkir

Universitas Negeri Makassar, Indonesia

Email: geminastitisakkir@unm.ac.id

Rosmaladewi Rosmaladewi

Politeknik Pertanian Negeri Pangkep, Indonesia

Email: rosmaladewi@polipangkep.ac.id

Martin Andrew

Otego Polytechnic, New Zealand

Email: benedictandrew@gmail.com

2

Yasdin

Universitas Negeri Makassar, Indonesia

Email: yasdin@unm.ac.id

Received: 3 January 2022

Reviewed: 21 June 2022-23 November 2022

Accepted: 12 December 2022

Published: 30 December 2022

Abstract

This paper aims to explore teachers' perceptions on the implementation of English teaching strategies in the current curriculum change. The key question is that what are the teachers' perceptions of English teaching strategies in the current curriculum change? This study was conducted in one of the Indonesian provinces with the participants of 102 English teachers. The instrument of data collection used Likert-scale questionnaires. The questionnaires contains specific questions on teachers' responses on their strategies in relation to current curriculum reform. The data gained in this study was analysed using vocabulary statistics available in lextutor programs. The result of the study shows that there is a majority of the English teachers in this study perceive that curriculum reforms have impacted positively on their teaching strategies and provide diverse categories of responses to change. The reason for this is that is a tendency of

English teachers to upgrade their knowledge and skills to adapt with the change. In addition, teachers of English are recommended to learn about the essence of change so that they can implement the change successfully.

Keywords: Teachers' perceptions; teaching strategies; curriculum; curriculum change

Introduction

Curriculum change is an important element of the reform in an education system. Curriculum reform create opportunities of creativity among teachers (Zhao, & Watterston, 2021), it can create cultural and societal change especially in educational community contexts (Kalimapos, 2022), and it can create opportunities for teachers to be an agent of change (Jenkins, 2020) and curriculum change can support the change of teaching strategies among teachers. This is due to that teaching strategies become one of the key elements in the success of curriculum change including Indonesia.

Currently in Indonesia, research on teaching strategies has been done in many areas. For example: a recent study on Indonesian English curriculum change by looking at challenges and prospect (Riadi, 2019), curriculum change in Islamic contexts (Mahfud, 2019), and the implementation of new curriculum and its impact on human resources (Pratikno, Hermawan, & Arifin, 2022). From these studies, it can be seen that these studies focus on the impact of curriculum on several areas, challenges and teachers' responses on coping with curriculum change.

From the studies above, the research on teachers' perceptions of the teaching strategies in the new curriculum change seems to be neglected in the curriculum change. Consequently, there is not much information on how teaching strategies are created during the new curriculum and how they respond to these changes. Therefore, this paper aims to explore teaching strategies of English teachers in the new curriculum change.

Concept of curriculum change and teaching strategies

Several definitions on curriculum change have focused on several issues. Curriculum change has been defined as the integration of three interrelated concepts: change, development, and usage (Leung, 2012). Another definition is that a curriculum reform is an integral part of teaching and learning process at schools (Mondal and Das, 2021). From these two definitions, curriculum change is not only the change of the whole schools, but also the change of teaching and learning process.

In addition, teaching strategies relate to instructional spectrum in classroom. It is an integrated guide for teachers to be able to perform at their best effort in classroom (Orlich, Harder, Callahan, Trevisan, & Brown, 2012). Teaching strategies are the instructional formats designed for students to enhance their knowledge and morale development of students (Schuitema, Dam, & Veugelers, 2008).

From these definitions, it can be seen that there is a connection between curriculum change and teaching strategies. The connection of them is that change helps for better teaching strategies which in turn assist students in their learning, develop their social and moral spectrums, and aid them for future development.

Previous studies on curriculum change and teaching strategies

Despite a large number of studies on curriculum change and teaching strategies in non-eastern contexts, here are the review of the key authors on curriculum change and teaching strategies.

Schuitema et. al., (2008) conducted a study on curriculum change, teaching strategies and moral development found that the curriculum reform can be measured successfully if the change can transform moral development and accommodate diverse learners' backgrounds. This study recommends that moral and knowledge development can be enhanced through teaching strategies, therefore teaching strategies applied by teachers in classroom contexts. They further suggest a similar study within different geographical settings.

The study conducted by Kameenui and Carnine (1998) found that effective teaching strategies in the contexts of educational reform are indicated by the environment where diverse learners need and demands are accommodated by school communities. Consequently, school institutions become the home for students coming from different cultural and ethnic backgrounds. The change can assist in determining instructional media and strategies to prepare students for future success. They suggest that effective teaching strategies are not generalized for all level of ages, however they specify based on students' levels, age, and their knowledge capacity.

Further, the research done by Davis (2019) on the teaching strategies for college classroom showed that teaching strategies relates heavily on what is known and what is said by educators. The researcher in this study identified that there is no single significant specific teaching strategies that can boost students' academic performances, rather than a combination of different teaching strategies that support one in another. Therefore, this study recommends that a variety of teaching strategies that meet the needs of students can be used in any educational change contexts.

From the review of these studies, it indicates that there is no single teaching strategies that can outweigh the other ones. These studies is mostly done in non-eastern contexts and developed countries. Therefore, the study in the eastern contexts which is conducted in developing countries such as Indonesia is recommended to be done. The result of the study can provide a different perspective of teaching strategies and curriculum change in a different context.

Methodology

5

Research Design

The research design for this study is a case study. The case study is the examination of one particular phenomenon in a natural setting (Yin, 2009). Due to the examination of a particular phenomenon, a case study is an appropriate design for study. The phenomenon in this study is the curriculum change and teaching strategies. This study explored how teachers' perceives the teaching strategies in the current curriculum change.

Participants of the study and data collection

The study involved 102 English teachers from senior high schools in one of the Indonesian provinces in Indonesia. The questionnaires were created using google form and the they were distributed to the every group of English teachers' Associations. The use of teachers' groups is effective because they recognize their members for easy and practical distribution and the high percentage return of questionnaires. There is no specific criteria for teachers to fill the questionnaires because the researchers in this study wish to explore any voluntary participations from participants. Further, participants need no to fill their name in the google form questionnaires.

Design of questionnaires

To ensure the credibility of the questionnaires, all items should be pre-tested to other participants (Patton, 2014). Therefore, each item in the questionnaires is pre-tested by similar participants to ensure the validity and credibility of the questionnaires. The questionnaire design use Likert scale ranging from 1- 5 in scale: 1 (strongly disagree), 2 (disagree), 3

(neutral/undecided), 4 (agree) and 5 (strongly disagree).

Data analysis

The data analysis using vocabulary statistics available in lextutor programs for percentage calculation. The percentage technique was employed by the researchers to convert questionnaire data to percentages using this calculation. The following formula was used to analyze the data:

$$P = \frac{Fq}{N} \times 100\%$$

Where:

- P = Percentage from test and questionnaire
- Fq = Number of frequency
- N = Total samples (Sugiyono, 2013).

The interpretation of the result used the interval estimate. The interval estimation method was used to calculate the population parameter based on the score of rates interval sample data, which contains 14 intervals estimating each level. The rating score in this case varied from 20 to 100, and the questionnaire levels were 5 levels or 5 categories. As a result, the researchers began to calculate the score of strongly disagree (20) to strongly agree (100). As a result, the researchers employed 14 interval estimates and a large enough score to reduce the error level or negligible scores in measuring.

The interval of the participants' perceptions of responses to the questionnaire can be seen in table 1.

Table 1: The rating score of the perception's category

Score	Category
81 – 100	Very high adaptability
65 – 80	High adaptability
50 – 64	Limited adaptability
35 – 49	Low adaptability
20 – 34	Very low adaptability

Findings

The result of the study indicates that there are several category teachers' perceptions of the teaching strategies in the current curriculum changes: very high adaptability, high adaptability, limited adaptability and low adaptability. The key result can be seen from table 2 below.

Table 2: Teachers' perceptions of the teaching strategies in the current curriculum change

Category	Range	Frequency	Percentage
Very high adaptability	81-100	10	9.80%
High adaptability	65-80	72	70.58%
Status quo	50-64	19	18.63%
Low adaptability	35-49	1	0.98%
Status quo	20-34	0	0%
Total		102	100%

The first category is a very high adaptability to change comprising 10% of the teachers. These teachers category are the teachers who believe that change brings positive energy to school environment. They are very enthusiastic to implement the change and becomes the core agent of the change. They can adjust their teaching strategies according to the need and demand of students from different cultural backgrounds. The change is seen as the opportunity for teachers for better work and better result.

The second category is high adaptability to change. This category of English teachers perceive change is not done in all aspects of teaching styles and strategies. They believe that there are rooms for the use of their previous teaching styles and accommodate the new ones to meet the new reform. For this category of teachers, they believe that change in their teaching strategies is part and parcel of their daily lives.

The third category is limited adaptability to change. The English teachers in this category perceive change only a quarter portion for their teaching strategies. It means that there are rooms for them to maintain their traditional believe and styles of their teaching. Perhaps the reasons are the inability to cope with the new demand and rapid change of technology.

The last category is low adaptability to change. This is also called maintain old style of teaching strategies. They accept the change only in their perceptions, not putting the change in practice. This category of English teachers sees change as barriers

To support the four category of the claims above, table 3 below provide detail result of the questionnaires.

Table 3: Supporting Statements of Teachers' Perception

No.	Statement	Average	Classification
1	I'm familiar with some teaching strategies on teaching English in Indonesia.	4.10	Agree
2	In the current curriculum change, I often use some different teaching strategies.	4	Agree
3	I have no much teaching strategies in the current curriculum change.	3.01	Undecided
4	I like working with challenging situation (current situation).	3.73	Undecided
5	Curriculum change helps me learn teaching strategies easier.	3.74	Undecided
6	Curriculum change helps me acquire knowledge through working in a team.	3.90	Undecided
7	Curriculum change helps me understand the teaching strategies process.	3.97	Undecided
8	This curriculum change enables me to participate in sharing information, making decisions, and solving problems.	3.97	Undecided
9	I prepare only one teaching strategy in my class.	3.78	Undecided
10	I prepare many teaching strategies in my class.	3.92	Undecided
11	I feel happy to face the curriculum change in Indonesia.	3.34	Undecided
12	The curriculum change can improve my attitude towards work.	3.76	Undecided
13	I don't like the curriculum change in this current situation.	3.18	Undecided

14	This situation trains me how to be a good teacher.	4.02	Agree
15	I feel intellectually challenged by this situation.	3.91	Undecided
16	I feel unprepared for the current curriculum change.	3.34	Undecided
17	I cannot adapt my teaching strategy to the current situation.	3.41	Undecided
18	Students feel happy to follow the teaching strategy that I apply in the current situation.	3.48	Undecided
19	Students find many obstacles in learning during the current pandemic.	1.77	Strongly Agree
20	I don't like teaching in this challenging situation.	3.22	Undecided

Table 3 above, it shows the example of English teachers' responses on their teaching strategies relating to curriculum change. For example, as seen from table 5, the teachers agree that they are familiar with some teaching strategies for teaching English in Indonesia, adapt with the current curriculum change, often use some different teaching strategies, and participate in training how to be a good teacher. These evidences show that teachers have very adaptability to curriculum change.

Further, it can be seen that the category of teachers' perceptions have been supported by strong arguments shown in Table 3. It indicates that the English teachers creates teaching strategies in the context of curriculum change to meet the demands of the change and students. IN this contexts, it helps teachers to expand their creativity and improve their innovation in language teaching that benefits students, teachers, and school communities. It also means that teachers are able to adjust with the pandemic change that the curriculum change is in favour of positive impact on teaching activities.

Discussion

The result of the current study implies that teachers can adapt the teaching strategies in the contexts of curriculum reform. With this adjustment, English teachers are able to use technologies and digital tools for their teaching. Such instruments of teaching strategies can motivate and encourage students to improve their language abilities (Sakkir & Abduh, 2022). As the result, the change does not hamper English teachers to deliver effective and successful teaching and learning in their schools. The effective delivery of teaching may end up with the improvement of students' language abilities, grammar, and vocabulary both prior and post the Covid-19 pandemic era.

The findings support the previous studies (Ramly & Abduh, 2018; Jayadi, & Abduh, 2020) that change on curriculum requires the ability to imitate, analyze and interpret the strategies in order to realize the curriculum change effectively. The effectiveness of the curriculum implementation depends on the strategies and perceptions of teachers as the actors and doers of the curriculum (Schuitema et. al., 2008). For this reason, the perceptions and strategies of teachers in dealing with the reform determine the successfulness of the change in educational contexts.

In addition, the successfulness of curriculum change especially teaching strategies can be assessed from the acceptance of diversity and acknowledging similarities of abilities and backgrounds in classrooms. It implies that teachers in this context accommodate the diversity fo abilities and backgrounds when they design their teaching strategies (Kameenui & Carnine, 1998). It requires particular skills and knowledge of teachers to accommodate the diversity of abilities. Consequently, the acceptance of diversity can be seen as the effective ways of teachers applying teaching strategies in the context of educational curriculum reform.

Conclusions

It appears that the key findings of the study contains four categories of teaching strategies

in the contexts of curriculum reform: a) English teachers who have very high adaptability to reform that have very strong favourability of the change; b) English teachers who have high adaptability to reform that have strong favourability of the change; c) English teachers who have limited adaptability to reform that have limited favourability of the change; d). English teachers who have low adaptability to reform that have low favourability of the change.

This research suggests that several comprehensive studies in different geographical settings can be conducted involving larger participants from policy makers, trainers, teachers' candidates, researchers, parents and communities in the future. These studies are important for such theme because they can provide different perspectives of similar issues and inform the government of the effective implementation of the curriculum change.

Declaration of conflicting interests

The authors declared no potential conflicts of interest to the research, authorship, and/ or publication of this article.

Funding acknowledgements

The researchers express their gratitude to the Rector of State University Makassar (Universitas Negeri Makassar) and the Head of LP2M for financial support (PNBP Kampus Merdeka Belajar UNM 2021), as well as the English teachers from senior high schools in South Sulawesi who took part in this study.

References

- Davis, J. (2019). *Teaching strategies for the college classroom*. New York: Routledge.
- Jayadi, K., & Abduh, A. (2020). Current changes in digital anthropology and literacy in higher education. *International Journal of Innovation, Creativity and Change*, 11(1), 482-489.
- Jenkins, G. (2020). Teacher agency: The effects of active and passive responses to curriculum change. *The Australian Educational Researcher*, 47(1), 167-181. *Change*, 22(1), 3-12.
- Kalimaposo, K. (2022). Trajectories of curriculum change in initial primary teacher education in Zambia. *International Journal of Research and Innovation in Social Science (IJRISS)*, 6, 319-331.
- Kameenui, E. J., & Carnine, D. W. (1998). *Effective teaching strategies that accommodate diverse learners*. New Jersey: Prentice-Hall Inc
- Leung, A. W. L.. (2012). 'Strategies for Change and Curriculum Implementation' *Curriculum Change and Innovation*. Hong Kong: Hong Kong Scholarship Press.
- Mondal, N., & Das, A. C. Overview Of Curriculum Change: A Brief. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 7 (3). 260-265.
- Mahfud, C. (2019). Evaluation of Islamic education curriculum policy in Indonesia. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 9(1), 34-43.
- Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S., & Brown, A. H. (2012). *Teaching strategies: A guide to effective instruction*. London: Cengage Learning.
- Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. New York: Sage publications.
- Pratikno, Y., Hermawan, E., & Arifin, A. L. (2022). Human Resource 'Kurikulum Merdeka' from Design to Implementation in the School: What Worked and What not in Indonesian Education. *Jurnal Iqra': Kajian Ilmu Pendidikan*, 7(1), 326-343.
- Ramly, R., & Abduh, A. (2018). Exploring Cognitive Concepts in the National Assessment of the Indonesian Language. *The New Educational Review*, 53(3), 142-152.

- Riadi, A. (2019). An empirical studies on Indonesian English-curriculum changes: opportunities and constraints in an underdeveloped region. *Indonesian TESOL Journal*, 1-73.
- Sakkir, G., & Abduh, A. (2022). The Factors Affect the Implementation of English Teaching Strategies before and during Covid-19 Pandemic Era. *EduLine: Journal of Education and Learning Innovation*, 2(4), 472-480.
- Schuitema, J., Dam, G. T., & Veugelers, W. (2008). Teaching strategies for moral education: A review. *Journal of curriculum studies*, 40(1), 69-89.
- Sugiyono, D. (2013). Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D. Bandung: Alfabeta.
- Yin, RK (2009). Case study research: Design and methods. Thousand Oaks, CA: Sage.
- Zhao, Y., & Watterston, J. (2021). The changes we need: Education post COVID-19. *Journal of Educational Change*, 22(1), 3-12.

ORIGINALITY REPORT

7%

SIMILARITY INDEX

5%

INTERNET SOURCES

5%

PUBLICATIONS

%

STUDENT PAPERS

PRIMARY SOURCES

1	climateaccess.org Internet Source	1%
2	Supriadi Torro, Lasunra, A. Octamaya Tenri Awaru, Muh. Ridwan Said Ahmad, Zainal Arifin. "A Comparative Study of ICT and Conventional Teaching Roles in Boat Class of Coastal Areas", Journal of Physics: Conference Series, 2021 Publication	1%
3	www.oapub.org Internet Source	1%
4	ojs.uadb.ac.id Internet Source	1%
5	www.coursehero.com Internet Source	1%
6	raumplan.iaus.ac.rs Internet Source	<1%
7	ppjp.ulm.ac.id Internet Source	<1%

8	Amirullah Abduh. "Lecturers' perceptions on factors influencing the implementation of bilingual instruction in Indonesian universities", Journal of Applied Research in Higher Education, 2018 Publication	<1 %
9	erepo.unud.ac.id Internet Source	<1 %
10	journal.upgris.ac.id Internet Source	<1 %
11	mdsoar.org Internet Source	<1 %
12	uir.unisa.ac.za Internet Source	<1 %
13	www.duo.uio.no Internet Source	<1 %
14	Regan A. R. Gurung, Beth M. Schwartz. "Optimizing Teaching and Learning", Wiley, 2008 Publication	<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On